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ABSTRACT

A practicum aimed to develop the positive reading attitudes of six at-risk thrid-graders. Regular teacher-student sessions were devoted to reading aloud. Practicum participants were assigned mentors. Mentors and mentees met twice during the 12-week implementation cycle. The targted group of third-graders served as tutors for a group of first-graders. The tutors shared a variety of literature with their tutees. Members of the group were taken to the main branch of the public library. Donations of reading material were solicited from colleagues. Evening meetings were scheduled with parents. The group worked collectively on one story and individually on another. Copies of the stories were distributed to a national language arts consultant, the district's language arts director, and the school's media center. Post-assessment data indicated that all students improved their reading attitudes. The number of books borrowed from the media center, and the number of books submitted for "Count on Reading" increased. (Nine tables of data are included; 25 references and 13 appendixes--including a questionnaire and results, sample letters, and sample stories--are attached.) (Author/SR)

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Developing Positive Attitudes Toward Reading Through Cross-Age Tutoring, Mentoring, and Reading Aloud Strategies for Third Graders

by

Flora I. McKenzie

Cluster 38

A Practicum I Report presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1991

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APPROVAL PAGE

This practicum took place as described.

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This practicum report was submitted by Flora I. McKenzie under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

June 4, 1991
Date of Final Approval of Report

William W. Anderson, Ed.D., Advisor

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Nurturing positive attitudes for reading would not have been accomplished if it were not for the cooperation of several people. My first acknowledgment is extended to the six third graders who showed their enthusiasm and cooperation throughout the three-month cycle. To the parents of the third graders, I appreciate you granting permission for your children to stay after school hours whenever it was needed.

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A very special thanks to Dr. William W. Anderson who guided me through each and every step of Practicum I. Thanks for the constructive critique of my work as well as the accolades for each accomplishment. Dr. Anderson, your accolades have enabled me to reflect on the excitement of this experience. Thanks again.

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ABSTRACT

Developing Positive Attitudes Toward Reading Through Cross-Age Tutoring, Mentoring, and Reading Aloud Strategies for Third Graders. McKenzie, Flora I., 1991: Practicum I Report, Nova University, Ed.D. Program in Child and Youth Studies. Descriptors: Reading Attitudes/Reading Instruction/Reading Habits/ Reading Strategies/Student Interests/Reading Text Relationships/Reading Aloud to Others/Oral Reading/ Reader Response/Reading Materials/Reading Material Selection/Story Reading/

The activities of this practicum were to develop the reading attitudes of six at-risk third graders. There were regular teacher-student sessions that were devoted to reading aloud. Practicum participants were assigned mentors. The mentors and mentees met two times during the implementation cycle. The targeted group served as tutors for a group of first grades. The tutors shared a variety of literature with their tutees.

The writer took members of the group to the main branch of the public library. Donations of reading material were solicited from colleagues. The writer scheduled evening meetings with parents. The group worked collectively on one story and individually on another. Copies of the stories were distributed to a national language arts consultant, the district's language arts director, and the school's media center.

Analysis of the pre-assessment data suggested that members of the target population had negative attitudes for reading. The writer noted that the number of books borrowed from the media center as well as the number of books read for Count on Reading (CORe) was below some of the other third graders. The post-assessment data indicated that all of the students have increased their reading attitudes. The number of books borrowed from the media center, and the number of books submitted for CORe have increased. Assessments administered after the end of the practicum represent the success of the practicum.

Permission Statement

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May 28, 1991 Flora I. McKenzie

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The work setting was a public elementary school in the southeastern part of the United States. Usually, students who attended this school lived within walking distance of the site. For the past five months, there has been an increase in school population. As a result of the increase, 120 boys and girls (70 more than in January) were provided transportation by the district because their neighborhood school was overcrowded.

What this meant was that the school had reached the maximum number of children and could not house additional students. Literally speaking, classrooms originally established for one class were now being shared by two classes with dividers. The area once used for the stage in the cafetorium was now a classroom. Storage areas adjacent to rooms were being used as classrooms. The information in Table 1 represents the number of students per grade level at the practicum site in January and at the end of the three-month period. The ethnic composition of the student body is in Table 2.

Table 1

Students per Grade Level

Grade Level	Number of Students		
	January	May	Difference
Pre-Kindergarten	52	52	0
Kindergarten	139	152	+13
First	124	144	+20
Second	141	155	+14
Third	125	151	+26
Fourth	92	117	+25
Fifth	88	96	+08
Totals	761	867	+106

Table 2

Ethnic Composition

Ethnic Group	Percentage of Population		
	January	May	Difference
Blacks	94%	92.4%	-1.6%
Hispanics	5%	6.6%	+1.6%
Whites	.5%	.5%	None
Asians	.5%	.5%	None

Overcrowded conditions were not unique problems for schools in this particular area of the district. During the school year of 1989-1990, the overflow of students

from two schools was enrolled at the practicum site. An additional kindergarten teacher was hired to reduce the pupil:teacher ratio to 23:1 in 6 kindergarten classes.

During the school year of 1988-1989, the student enrollment decreased from about 1,002 to about 625. This reduction was the outcome of a new school being constructed less than two miles away. Boys and girls who crossed a main thoroughfare to get to the practicum site were transferred to the new school. This new population included students from three other schools that were also overcrowded.

The administrative team had an interest in interventive strategies for the students who had been classified as at-risk. Three years ago, the district identified selected schools in low socioeconomic areas. Administrators were asked if they were interested in participating in a preschool program on a trial basis. During the first year, there was a class of 20 students, a certified teacher and a teacher's aide. These students were enrolled in the program based on scores achieved on the Comprehensive Preschool Inventory (CPI). The first 20 students with scores of 35 or less were admitted.

The first year of the preschool program proved to be effective. Again, district personnel contacted the

administration and advised that if (a) space were available and (b) there was an interest, a second preschool could be added. The stipulation of "space available" meant that there was a room with a lavatory. A kindergarten teacher volunteered to relocate so that another group of 4-year-olds could receive interventive strategies. There were now 2 teachers, 2 aides, and 40 students. The Brigance Preschool Inventory replaced the CPI for one group. The criteria for admission for this second group was the socioeconomic status of the students.

At-risk students' needs were taken into consideration again. During the end of the 1989-1990 school year, preparations were made for another group of at-risk students. The administrators were asked if there was an interest in an at-risk unit for students with varying exceptionalities. After a positive response from the administrators, a unit for students with varying exceptionalities was provided. The exceptionalities of the group are in Table 3.

Table 3

Exceptionalities of Pre-Kindergarten Intervention Class

Exceptionality	Number of Students
Educable Mentally Handicapped	6
Trainable Mentally Handicapped	1
Learning Disabled	2
Emotionally Handicapped	1

There was one at-risk kindergarten group. The 20 students in this class were the students who were labeled as the second group of pre-kindergarteners who were admitted based on socioeconomic status during the school year 1989-1990.

The total population of students identified as "at-risk" was 70. These students were serviced by four teachers and three teacher's aides. Teachers and teacher's aides attended in-services on a monthly basis for professional development.

The professional development included strategies that made learning experiences successful. At-risk pre-kindergarteners/kindergarteners had opportunities to: develop positive self-images, enrich their language skills, enhance their knowledge of the world around them, and develop social, emotional, physical, and cognitive skills through developmentally appropriate

activities. Each student participated in school-related routines that helped him/her develop skills that were the foundation for future success in learning.

During the school year of 1988-1989, the principal of the high school for this feeder pattern expressed a concern about the inability of students to succeed in honors classes when they entered high school. A feeder pattern includes all public elementary and middle schools within an area that attend a common high school. In an effort to prepare students for honors classes, the principal of the high school proposed that potential honor students be identified as early as kindergarten. These students were grouped homogeneously (based on scores from the Brigance in kindergarten or the Stanford Achievement Test in other grades). Students received instruction from a special curriculum design. The design was the result of restructuring instructional objectives (based on the decisions of teachers and administrators from each school).

There were several school personnel who contributed to the smooth operation of programs at the practicum site. These personnel included an administrative staff: a principal, and two assistant principals (one for the day-time program and one for the community school program). The office staff had two secretaries (one

for the day-time program and one for the community school program), an attendance clerk, and a data input clerk. There were two individuals who served as the liaison between the school and the parents. They were classified as Parent Outreach Program personnel. These individuals were able to communicate with parents who teachers had not been able to reach for one reason or another. These people visited parents after regular school hours. Other teams who contributed to the school included the security monitors, custodians, and food service workers.

There were 28 classroom teachers. The breakdown of these teachers was as follows: pre-kindergarten, two; kindergarten, six; first, five; second, five; third, four; fourth, three; and fifth, three. Special area teachers included one full-time and one part-time in physical education, one in art, and one in music. Students in grades second, third, fourth and fifth received instruction from these instructors. There was a media specialist, who worked with all of the students. A language team was made up of faculty who taught the following subjects: English for Speakers of Other Languages (ESOL), Spanish for Speakers of Spanish (Spanish S), Spanish as a Second Language (Spanish SL) for non-Spanish speaking students, Basic Curriculum

Content (BCC) (science, social studies and math in the student's native language), and Home Language Arts (HLA) for students whose native language was Haitian Creole who were also enrolled in ESOL. Other personnel included: a full-time counselor, a part-time psychologist, a part-time vision-impaired teacher, a part-time speech pathologist, a full-time reading laboratory teacher, and a full-time Chapter I lead teacher. The Chapter I lead teacher served as a resource person who conducted demonstration lessons and provided training for new personnel. The lead teacher worked closely with the administration and represented the school at various district-level meetings.

There was an exceptional student education department at this site. One teacher instructed students with specific learning disabilities. Three educators instructed students classified as educable mentally handicapped. Two of the teachers worked with students in grades second through fifth. The other teacher worked with the pre-kindergarten interventive class.

Full-time and part-time paraprofessionals performed various tasks. Two of them were assigned to the computer laboratory and were responsible for reinforcing skills prescribed by classroom teachers

to students in grades kindergarten through fifth. Three other paraprofessionals were assigned to the pre-kindergarten classes; one was responsible for testing students who were new to the county. This person also entered information, such as results of diagnostic and prescriptive tests, into the computer. Two other paraprofessionals rotated among teachers in grades kindergarten and first and assisted as needed. The increase in students resulted in the hiring of four paraprofessionals. The new employees were assigned to teachers in grades kindergarten through fifth.

The county had a federally funded "Foster Grandparent Program." This program involved senior citizens who came to the school Monday through Friday. Their services included one-to-one tutoring with a child who needed individual assistance.

Students at the practicum site were fortunate to have a retired teacher who served as a volunteer one day a week. This person worked directly with primary teachers. Students who needed remediation worked with this volunteer for small group instruction.

The school was located in an area that was classified as a low socioeconomic environment. There was a "breakfast" program at this school. A total of 359 of the students participated in the breakfast program,

most of the students, 342, were on free breakfast. Another 8 students were on reduced breakfast (they paid 25 cents per meal). At the time the final report was being prepared, the figures for the lunch program were as follows: 744 of the students were on free lunch; 38 were on reduced lunch (they paid 40 cents per meal). Less than .5 percent paid the full price of $1.00 per day. This information on the food status of the students was determined by records from the cafeteria manager.

This practicum site had been identified as a total Chapter I school. The number of students on free or reduced meals was one element that determined a school's eligibility for Chapter I. The other element was the number of students in kindergarten who scored below 77 on the Brigance Kindergarten Inventory and boys and girls in grades first through fifth who scored below the 49th percentile in reading on a standardized test. The Stanford Achievement (SAT) was used for students enrolled during the spring, the Metropolitan Achievement Test (MAT), for those who were not enrolled during the spring. The number of Chapter I students in kindergarten was 65 and 384 for grades 1 through 5.

Writer's Work Setting and Role

Since the site was identified as a Chapter I school, district policy provided personnel with the option of developing a proposal that was appropriate for their particular population. One request was for funding of an additional position for a reading laboratory teacher. The job description for the reading teacher was as follows: Students in grades third through fifth who scored at the 49th percentile or less on the SAT or MAT would receive additional instruction from the reading laboratory teacher.

Students in grades kindergarten through second were involved in a reading pilot program. These students were receiving instruction through a whole language approach to reading using the Harcourt-Brace-Jovanovich (HBJ) series. During the year 1991-1992 this program will be extended to include third, fourth, and fifth graders.

At the time when the writer's teaching assignment was made, the pupil:teacher ratio for grades kindergarten through second was 22:1 or lower. The pupil:teacher ratio in grades third through fifth was as high as 32:1; the ratios now average 28:1 and 36:1, respectively.

Students in grades third through fifth were not a part of the HBJ pilot. These students continued using the Macmillan Reading Series. Based on the initial large pupil:teacher ratio, the writer was assigned as a reading laboratory teacher for third, fourth, and fifth grade students who were eligible for Chapter I.

The writer worked with 67 third graders. Twenty-three of the students were selected randomly and administered a reading attitudinal survey. Six of the students from the random sampling were chosen as the target group. The selected students had responses on the attitudinal survey that were among the lowest of those reviewed by the writer.

The activities in this practicum were supplemental to the writer's routine responsibilities. For example, the writer conducted one parent workshop in the evening. Members of the target group took three field trips to the public library. Six of the writer's colleagues served as mentors for the target group. The target group was involved in cross-age peer tutoring with first graders. The aforementioned activities were just some of the extra experiences that were provided as treatment for the identified group that were not provided for non-practicum participants. These activities are explained in Chapter IV of this report.

The writer had one hour of planning time each day. This hour was used for individual reading, total group reading, field trips to the library, mentoring experiences, and cross-age tutoring. Arrangements were made to come in before school and/or stay after school to be sure that each participant was afforded the time needed to complete his/her tasks. The provision of flexible scheduling enabled the writer to have maximum control of the practicum events.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem in this practicum was that there were six third grade students (the primary target group) who had negative attitudes toward reading. Since these students did not like to read, their teachers reported (through informal conversations with the writer) that these students would not volunteer to read in class. Reading is a phase of the curriculum that offers many opportunities for learning. Students who failed to read because they did not like to read were depriving themselves of knowledge.

The writer met informally with each student and asked three specific questions (Appendix A:65). The responses (Appendix B:67) enabled the writer to surmise that the problem had not been solved because of the following reasons:

1. Reading material was not accessible in the home.
2. Students were not read to when they were younger.
3. Focusing on areas of interest had not been used as a motivator.

The problem was that based on the responses to a reading attitudinal measure, six third graders had adverse feelings for reading.

Problem Documentation

The writer administered a reading attitudinal survey to 23 third graders who were eligible for remediation, per Chapter I guidelines. The 23 students represented approximately a third of grade three pupils who were remediated by the writer. Six students who had the lowest scores on a reading attitudinal survey became the target population.

The survey included two subtests that were combined to give a full scale score. McKenna and Kear (1990) gave the survey to a total of 18,138 students in grades first through sixth. The ethnic composition of the students was much like the composition of the American population. Therefore, the writer believed that the results of this survey were valid and reliable.

Three thousand one hundred fifty one (3,151) third graders were in the study. The norm for the full scale was a percentile score of 57.8. The percentile scores for the 23 third graders appear in Table 4. The discrepancy in percentile scores for the target group ranged between 51.8 and 15.8.

Table 4

Full Scale Scores

Full Scale Score	How many of the 23 students earned the full score?
81%	1
79%	3
67%	2
64%	2
58%	3
51%	2
48%	2
44%	1
41%	1
38%	1
31%	1
23%	1
20%	1
17%	1
6%	1

The norm for students in the study was a score in the 30th percentile for the Recreational Reading subscale. The scores for the target group are in Table 5. The discrepancy in percentile scores for the target group was between 25 and 1.

Table 5

Recreational Subscale Scores

Recreational Subscale Scores	How many of the 23 students earned the recreational score?
81%	1
63%	3
51%	2
45%	5
38%	2
33%	4
29%	2
26%	2
21%	1
5%	1

The average norm for students in the study was in the 27.8th percentile for the Academic Reading subscale. The range for the target group was 23.8 to 13.2.

Table 6

Academic Subscale Scores

Academic Subscale Scores	How many of the 23 students earned the academic score?
95%	2
91%	1
88%	1
83%	1
79%	1
75%	2
69%	2
63%	2
58%	3
47%	2
41%	1
36%	1
31%	1
18%	1
14%	1
4%	1

There were two other sources that were evidence of the students' negative attitudes for reading. One was

Count on Reading (CORe). CORe was a district-wide program that was monitored and encouraged students to become involved with extra-curricular reading. Whereas the average number of books read by 17 of the third graders in the group for CORe for the first grading period was 8, the target group's average number was 1.4.

The second proof of negative attitudes for the target group was based on the number of books the target group had checked out of the school's media center. Whereas the average number of books checked out by 17 third graders surveyed was 8, the target group had only checked out an average of 1.4 for the first grading period.

Causative Analysis

At-risk students live in environments that may not prepare them for their formal education. Sometimes students are unprepared because their families can not assist them. Some families are illiterate or marginally literate. For other students, lack of preparation for formal education results from negligence. Some parents fail to acknowledge the role they play in the lives of their children.

Roser, Hoffman and Farest (1990) suggested that students' initial experiences with reading start at

home. These experiences, or lack of these experiences, are profound in formulating reading attitudes. Children who are read to are prone to enjoy reading. Those students who have not been read to are prone to have adverse feelings toward reading.

Sometimes the negative attitudes students have for reading are the result of unpleasant experiences in school. According to Reiff (1987), a teacher's decision of teaching through hearing (auditory), sight (visual) or touch (kinesthetic) modalities is not new. In most cases, students will adapt to either style. For students who do not adapt, Reiff suggested that more attention should be given to the students' particular learning style.

Reiff conducted a study that included students in fourth grade and fifth grade. The students were divided into two groups. One group received special treatment. All of the students were reading on a fourth grade level as determined by MAT scores. All were from lower-middle class families (per information on lunch application forms).

Reiff noted that the results of this study were based on individual characteristics. The author made this statement so that readers were not tempted to identify results with any particular ethnic group. The

group of children who received special treatment had more positive attitudes for reading than the non-treatment group. The treatment group volunteered to read more.

According to Howard (1987), educators have contributed to some adverse attitudes students have for reading. Howard quotes Goodman (1987) whose reasoning for some of the detrimental attitudes follows. "After years of being locked into basals and workbooks, poor readers can suffer from 'overkill'. They may think of reading as a workbook page that may make sense to somebody else, but not to them" (p. 39).
Problems that stem from the overkill mentioned above tend to promote negative feelings for reading. Howard suggested that some students who do well in reading feel good about reading.

Howard referred to teachers collectively when he noted that teachers "do not appear to understand the importance of attitudes in the teaching of reading" (p. 40). This statement was based on a survey by Heatherington and Alexander (1984) who, according to Howard, reported that teachers can associate attitudes to reading growth. However, despite the association, educators (again, as a whole) do not make an effort to change these attitudes.

Howard's earlier reference to Goodman made this writer believe that Howard was an advocator of change. The summary that follows substantiated this writer's belief. Howard viewed the early years as the dominant years in reading and suggested that when school personnel realize that old programs are not proving to be effective, then changes must be made to implement new programs that will be successful. The new programs should be ones that help students succeed. Successful encounters should lead to the development of positive attitudes about one's self. The final product should be one that results in school personnel helping students develop a good feeling for reading.

If this writer were to summarize the possible reasons for the identified population's negative attitude for reading, the list would be as follows:

1. Initial experiences had not started in the home.

2. Conflict of teaching modalities and learning modalities had not been analyzed.

3. Reading strategies had not provided successful encounters for some students. Repeated failures resulted in negative feelings.

Relationship of the Problem to the Literature

The term "at-risk" is used to describe various populations. However, the definition provided by

Tjosemm (as reported by Peterson, 1987) was used to describe members of the target group.

According to Tjosemm,

> Children at environmental risk are those who are biologically and genetically normal and intact at birth but whose early life experiences and environmental surroundings impose a threat to their physical and developmental well being. These qualities relate to the quality of maternal care and stimulation, nutrition, medical care, opportunities for social-educational-sensory stimulation, and the availability of a healthy, psychological environment for the child. Children reared in unnuturing, depriving, and substandard environments are more likely to develop poorly and to show depressed intellectual, language, and academic performance (p. 138).

According to Dimidjian (1989), the need for educators and researchers to work with families who have young children is not new. The consensus was that young children need certain basic skills in their preschool years in order to have an equal chance to succeed in their formal school years. The reality was that more students were entering school who had been deprived of the foundation.

The writer concurred with researchers who suggested that much of what a child accomplished in the area of literacy was based on what the parent(s) provided for that child. However, the writer knew that educators could not and would not rely on parents being the sole source of literacy development. This was a task that

must be a joint effort of parents and educators. Parents have an important role in this practicum and were identified as part of the secondary environment.

Fredericks and Rasinski (1990) reported that educators are interested in establishing "partnerships that affect the continuous literacy growth of each and every student" (p. 76). The authors suggested that parental involvement could be successful if educators help parents understand that there is a need for their cooperation. The authors provided directions for requesting a packet that contained suggestions for productive parental involvement. This information was requested by the writer (Appendix C:69).

There are parental programs that serve as resources. Fredericks and Rasinski (1990) listed an organization that could be beneficial to the parents of the primary target group. The writer chose "Home and School Institute" because parents were given suggestions for strategies that could be used at home to complement school activities. A letter was submitted for further information about this organization (Appendix D:71).

The writer knew that an open-line of productive communication between parents and teacher would enhance the outcome of this practicum. Fredericks and Rasinski

(1990) established guidelines for assuring productive parent-teacher conferences. The guidelines included teachers:

1. ensuring parents that they (teachers and parents) were working collectively for the welfare of the children;

2. refraining using terminology that only educators understood;

3. providing an environment that helped parents realize that decisions were shared by teachers and parents;

4. resisting labeling students;

5. being good listeners;

6. forming opinions based on first-hand experiences rather than comments from former teachers, siblings, or cumulative records,

7. reserving information during parent/teacher conferences that suggested difficulty in teaching students was taking place.

The structure of this practicum was designed to decrease the number of frustrations that children often associate with reading. Carbo (1990) suggested that if educators continued to emphasize drilling skills and completing worksheets, then students would continue to

show reading performances that were deficient. Carbo reported that students were interested in making decisions on what they read. Once students had made their choices, then the teacher would make the materials available for the students. Compiling this material could be a joint effort of the students and teachers.

Cronin (1981) recommended steps that could lead to encouraging students to read for pleasure. The author noted that when students felt that they could read the material that had been provided, reading would become an enjoyable task. Teachers could arrange for successful experiences by selecting material that each child could read. If a teacher skimmed material that students would be assigned to read, then the teacher could discuss unknown words. Background information on a given subject should be established prior to the first reading of the selection. When students are reading orally and they came to an unknown word, the teacher should tell them the word so that the reading continued. Students should be read to frequently.

Anderson (1990) listed 27 rules that were paramount as students progressed in reading; 10 of these rules were applicable to the activities of this practicum. The rules were summarized as follows:

1. Students should have a selection of materials to which they can relate.

2. Provisions should be made for sharing material that the students have written.

3. Students should write for different reasons and share what they have written with different groups (i.e., peers, tutees, parents, teachers, and administrators).

4. Materials selected for the students or materials created by the students should be available for repeated readings.

5. Materials selected per students' interests should be those that the students can read successfully.

6. Self-appraisal is the highest level of appraisal. Teachers can help students learn to appraise themselves.

7. Collaborative learning is effective in promoting literacy skills for children.

8. Children enjoy thinking and if the setting is established, they will want to read and write.

9. Reading aloud must be done daily and the reading must come from all phases of literature.

10. Teachers must be active participants in literacy development.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The writer's goal was to implement an individualized literature program that would stimulate interests in reading. This goal was designed to accommodate the needs of six at-risk third graders. What the writer expected was an improved attitude for reading for six third grade students.

Behavioral Objectives

The behavioral objectives were prepared to correlate with the writer's goal. Specifically, the objectives for this practicum were as follows:

1. At the end of 12 weeks of participation in an individualized literature program, 6 third grade students would show an increase in reading of at least 5 percent as measured by responses to a reading attitudinal survey by McKenna and Kear (1990).

2. At the end of 12 weeks of participation in an individualized literature program, 6 third grade students would show a minimum of 12 books read for CORe as measured by reports submitted to their teachers.

3. At the end of 12 weeks of participation in an individualized literature program, 6 third grade students would show a minimum of 12 books borrowed from the school's media center as documented by a self-report.

Measurement of Objectives

Three instruments were designated as measures for the behavioral objectives. These measures were a reading attitudinal survey (McKenna and Kear, 1990), records of CORe cards submitted by classroom teachers, and the number of books borrowed from the media center by members of the target group.

The attitudinal survey included 20 statements. Students could answer very happy, kind of happy, sad or very sad (based on the Garfield face that was most like their feeling). Responses were totaled and based on the location of the score on the table provided by McKenna and Kear, students' attitudes were translated to percentile rankings.

Information from the CORe cards was available from the classroom teacher. Teachers were requested to record the number of books that each student had read on a weekly basis. This information was originally entered on a computer system. The district changed policy and requested that individual schools develop a method for keeping track of the books their students had read. Therefore, books read by the target group and other students at the school were entered on class rosters.

The last measure was one that was maintained by the target group under the direction of the writer. Each student had a sheet to list the title of and the author(s) of each book s/he had borrowed from the school's media center.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The problem in this practicum project was that there were six third grade students who had responded to a reading attitudinal survey that denoted their negative attitudes for reading. As a result of responses, the writer was able to compare the percentile scores of the target group with the percentile scores of third graders who were in the study by McKenna and Kear (1990). The writer's analysis of the number of books read for CORe and the number of books borrowed from the media center led this writer to suggest that there was little interest displayed by the target group. Therefore, the identified problem was the negative attitudes for reading of six at-risk third graders.

A negative attitude for reading was not a problem that was unique to the target group. A review of the literature convinced this writer that there were numerous resources that could help solve the problem.

Casteel (1989) advised that children's attitudes were instrumental in learning. The author offered an interest inventory with 15 statements. Once the responses were analyzed, a teacher could start supplying the library with literature that would be used to

stimulate interests in reading. This writer believed that the inventory was appropriate for reluctant readers.

McHugh (1989) recommended that modeling was perhaps the most effective way to increase students' interests in reading. The author suggested two strategies that could increase attitudes. One was sustained silent reading (SSR); the other was reading aloud to children.

McHugh described SSR as a treatment that established a specific amount of time for students to read. Selections included literature from all areas (i.e., fiction, non-fiction, biographies, and poetry) as well as varying ranges of difficulty. Students were able to determine what they wanted to read as opposed to what their teachers had assigned them to read.

McHugh reported that McCracken (1971) interviewed students who had participated in SSR. The students revealed that they enjoyed SSR because it was self-selective reading. Students appreciated that there was a special time for reading.

According to McHugh, Chow (1986) noted that reading aloud to children was two-fold. Children were given a sense of security as a result of the adult-child

relationship. Reading aloud also helped students make the association between the spoken word and the printed word.

McHugh listed reasons why students should be read to that were based on research by Fisher and Elleman (1984). The reasons were as follows:

1. Students learn new vocabulary.

2. Students discover ways different authors use language.

3. Students enrich their general knowledge.

4. Reading adds pleasure to the students' days.

Reading aloud to students on a daily basis was a strategy employed by Kelly (1990). The author was aware that "reading aloud to children stimulated their interest and imagination, as well as their emotional development and language use" (p. 464). Kelly suggested that students should share their reactions to what they had read or been read. Sometimes students participated in discussions or did role-playing. The author found there were other ways to get students to respond to literature that included art activities.

Hunt (1990) revealed that at-risk students enjoyed being read to and that such arrangements provided opportunities for students to have models to imitate. According to Hunt, when teachers read aloud to students,

there were opportunities for students to be introduced to many different forms of literature. At-risk students stood to gain knowledge from teachers as models. Therefore, the teacher should provide each student with a copy of the material being read so that s/he could follow the reader.

Uninterrupted Sustained Silent Reading (USSR) was a reading strategy that had been used by teachers for several years. Leeser (1990) had a new component, uninterrupted sharing activity (USA). USA was conducted through a buddy system. Students exchanged stories that they had read or had been read when USA was implemented.

Davis (1989) offered a list of teacher-tested ways that encouraged voluntary reading. The writer found three that were appropriate for this practicum project:

1. Teachers could show that they were interested in what the students were reading by asking students if they had read any good books recently.

2. Students could be encouraged to retell stories that they had read and suggest that others read them.

3. Students could make and bind their own books and share them with others.

Members of the primary target group assumed the role of tutors. Their tutees were first graders; who became another secondary group. Nevi (1983) noted that when older students were teamed with younger ones in a tutor/tutee arrangement, both (tutor and tutee) were beneficiaries. Sometimes, the tutor received more benefits. According to Nevi, the reason for the results mentioned was based on speculation. The tutor became a role player (the teacher) and took on characteristics of the teacher (e.g., authority and feelings of competence).

This writer realized the importance of students in the primary group having successful encounters during the implementation period. It was even more important that the students experienced success when cross-age tutoring was enacted. Ellis and Preston (1984) offered one technique that would guarantee each student's success. The authors recommended that wordless picture books be used to enrich reading and writing for elementary students. Wordless books were non-threatening and could be the basis for students developing positive attitudes toward reading.

Thouvenin (1989) reported that cross-age tutoring was an ideal way to break the monotony of routine

reading procedures. The author suggested that tutors be encouraged to select the book that they wanted to read to their tutees. According to Thouvenin, tutors should have practiced the story before it was presented. In another sitting, the tutor/tutee could discuss the story and illustrate their favorite parts. Other activities included puppet shows and poems.

Turzi (1980) noted that some students blame the lack of reading materials as the reason that they do not read. The author had the ideal solution for such excuses. Students could be encouraged to write their own books. Writing books was an activity that could be successful if a certain procedure were followed. The process involved "writing warm-ups, idea selecting and developing, rough draft writing, teacher-pupil correcting session, re-writing onto book pages, illustrating, recording questions and information about the author, book-binding, book exchanging and READING!" (p. 68).

According to Turzi, warm-up activities could stimulate the reluctant writer. Initially stories could be composed as a whole group, then students could work in small groups or individually. Teacher guidance was a very important element. At the onset, the teacher may help the student develop ideas. Turzi suggested that

the teacher find a few minutes to outline what each student's story would entail. Students should be encouraged to put their ideas on paper. A teacher must find a non-threatening way to help students understand that their writing would go through several phases before the final product is ready.

As far as book-binding was concerned, Turzi left the selection of materials for covers up to the author. Teachers could provide an assortment of resources that stimulated the creativity of the students. This final stage of a book (book-binding) presented an opportunity for a teacher to involve parents.

Davis (1989) described an activity that involved first graders and fifth graders working cooperatively as authors of books. This was conducted as a cross-age tutoring project. Therefore, the writer viewed this task as one that was feasible for the tutor/tutee teams of this practicum. The older student/younger student arrangement established a working relationship that culminated with the teams sharing their finished products. Tutors recorded materials shared with tutees on a form (Appendix E:73).

Writing books was projected as one of the culminating activities of this practicum. Warasch (as reported by Strickland, Feely, and Wepner, 1987) suggested that students who composed at the computer enjoyed it more than the traditional method of paper and pencil. Strickland et al. reported two advantages of using the computer, as suggested by Bradley (1982). One was that ideas were written quickly. The other was multiple copies could be printed and distributed for future use.

The writer's rationale for incorporating the use of computers as a strategy for this practicum was based on the work of Geoffrion and Geoffrion (1983) who wrote that printed materials in books are permanent. However, computer software programs are flexible and can be altered to accommodate the levels and interests of learners. If students could have reading material personalized, the possibilities of stimulating interests in reading could become realities.

Description of Selected Solution

The writer's goal was to implement an individualized literature program that would stimulate interests in reading for a group of six at-risk third graders. The

objectives that must have been accomplished were as follows:

1. At the end of 12 weeks of participation in an individualized literature program, 6 third grade students would show an increase of interest in reading by at least 5 percent as measured by responses to a reading attitudinal survey by McKenna and Kear (1990).

2. At the end of 12 weeks of participation in an individualized literature program, 6 third grade students would show a minimum of 12 books read for CORe as measured by reports submitted to their teachers.

3. At the end of 12 weeks of participation in an individualized literature program, 6 third grade students would show a minimum of 12 books borrowed from the school's media center as documented by a self-report.

A potpourri of ideas from the literature provided the solution strategy for this practicum proposal. The most important task for this writer was to stimulate interests in reading. Therefore, one of the initial strategies was to administer an interest inventory to the target group. Information gleaned from the survey was the foundation for establishing a class library. Casteel (1989) received credit for this thought.

Members of the target group needed role-models. The writer referred to McHugh (1989) who recommended that modeling was perhaps the most effective way to increase students' interests in reading. This writer showed an

example by reading aloud to students at least three times a week. Students in the target group had another model. Six of the writer's colleagues were asked to serve as mentors (Appendix F:75). Each student had an opportunity to share his/her success stories with a delegated mentor.

Another group of adults who were involved in this practicum were the parent(s) of the identified students. Fredericks and Rasinski (1990) made this writer aware that educators must have something constructive to offer when requests are made to get parents involved in the learning process. The authors provided a list of parental resources and instructions for requesting information on these materials. The resources were to be shared in parent meetings on at least three different occasions during the practicum project. The writer was not successful in getting parents to respond to meetings.

According to Hunt (1990) when the writer read to the total group each week, the writer was in control of familiarizing students with an array of literary works. However, since the tasks of this project were the efforts of several groups, USA was another strategy that provided participants with a variety of materials. Lesser (1990) described USA as a time when students

shared literature that they had read or had had read to them.

Cross-age tutoring was employed as a solution strategy. Nevi (1983) found that cross-age tutoring was effective. The author could not offer a scientific reason for the success. However, this writer was convinced that Nevi's speculation had some credence. When students became tutors, they assumed the roles of teachers. This role-playing often resulted in the tutor receiving greater benefits than the tutee.

The writer viewed the implementation cycle for this project as a very important phase of all of the participants' lives. However, the cycle was perhaps most important for the primary group, six third grade students. The writer had the documentation to show that the interest for reading was negative. The writer anticipated that the activities of the practicum would be instrumental in changing attitudes.

Memorable reflections of practicum activities would include, but not be limited to:

1. a wide-range of exposure to literature,
2. sharing experiences with mentors,
3. cross-age tutoring,
4. producing books,

5. exhibiting work for parents, teachers and peers.

Report of Action Taken

When the implementation phase of this practicum was designed, the plan included specific components. The components are described in the statements that follow. The identified group of six third graders would be given an interest inventory (Appendix G:77). The inventory was administered to each students. The outcomes of the inventories gave the writer cues that were helpful when reading selections were chosen.

The writer planned three parent meetings. During the course of the practicum, the writer realized that commitments from parents were not successful when it came to parents coming to school. Only one parent showed up for an evening meeting. The writer was able to speak to two other parents on an informal basis when students were taken home from the public library.

The hindrance mentioned above was one that this writer viewed as temporary during the implementation cycle. The writer has compiled a packet of material for parents that has been presented to the Chapter I lead teacher for dissemination at the first Chapter I

meeting of the 1991-1992 school year. The writer will present the information to the parents.

The writer devoted three days a week for reading aloud to the students. Two of those days were for selections chosen by the students; the third selection was from a list of recommended readings (e.g., Newberry and Caldecott award winners). The list has been included as a bibliography. The writer was not able to read all of the selections chosen for the Wednesday activities. Therefore, the students will continue to meet with the writer for reading aloud sessions.

There were many occasions when students who were not in the target group asked if they could come with the writer when the target group was picked up. The writer did not permit the students to join the group. This time, however, the writer will encourage former participants to choose a classmate who will get to listen to the reading.

Some of the activities were designed to give students the opportunity to respond to literature. The responses were either through discussion, acting out some of the events of the story, drawing or writing about the story.

Members of the group had opportunities to become involved with two other groups. There was a

tutor/tutee relationship where the group read to and eventually with first graders. The third graders were also part of a mentor/mentee program where they shared the experiences they were having with a designated faculty member.

There were three planned field trips to the main branch of the public library. Consent from parents was required for students to take part in this activity (Appendix H:79). Three of the students made all of the trips. One of the students made two trips and one made one trip. One student did not return the permission slip on two occasions. During the one time that his slip was returned, he was picked up for early dismissal.

The target population shared in the production of a group story that they did their own illustrations for while the writer typed their dictated sentences (Appendix I:81). This total group activity sort of set the stage for the individually authored stories (Appendix J:84). This was a task that involved the students writing their own rough draft. The draft was read to the writer who wrote the story with corrected spellings on 3"x5" index cards. Members of the target group drew illustrations to match each card. Each student had the opportunity to "hunt and peck" as he/she typed the script for his/her illustrations.

The reading attitudinal instrument was used as a pre/post measurement. The posttest was administered during the twelfth week.

One of the original plans was to have the target group compose an annotated bibliography for the school's media center. The student-authored stories became a more involved procedure than the writer had anticipated. Therefore, the annotated bibliography was replaced with a collection of student-authored stories.

A literary exhibit was scheduled and carried out as planned. Parents, mentors, administrators, tutors, tutees, and other interested school personnel were invited. Each student read his/her story to people who visited the exhibit.

One of the mentors asked what was in a large envelope that each student had. One of the students told her that was her "portfolio". Other mentors smiled and commented "A portfolio? What's a portfolio?" The group told them that the portfolio was the place where they kept all of their "stuff".

There were several unexpected events that came about during the 12-week cycle. In each case, the experience resulted in a positive contribution to what the writer was doing. One event was attendance at a reading workshop that was presented the local branch of

the state's reading association. The lecturer for the workshop was Jacque Wuertenberg. Wuertenberg became an inspiration to this writer as she displayed books that had been authored by children.

Another event was a two-day Chapter I workshop where the keynote speaker, Dr. JoAhn Nash, an educational consultant for Josten Learning Corporation, advised educators that had Chapter I been around during her school days, she would have been a prime candidate. The speaker encouraged the audience to remember that there were strategies that could be used to help at-risk students achieve.

There were two other one-day Chapter I workshops that presented attenders with strategies for remediation in reading/language arts and mathematical strategies. The language arts coordinator was very impressive to this writer the first time the writer heard her speak. During the second workshop, the writer and the language arts coordinator worked cooperatively on a spelling activity. After another moving presentation, the writer believed that the coordinator had information that would assist teachers at the work site who were implementing HBJ as well as those who would be implementing HBJ for the school year 1991-1992. The writer invited the coordinator to visit the site. The response to the

invitation was positive and resulted in a presentation at a faculty meeting. Most of the writer's colleagues excitement, according to comments made the next day.

Teachers in kindergarten through second grade who implemented HBJ during 1990-1991 had the opportunity to have questions clarified. Teachers in grades three through five who are scheduled to implement HBJ during the coming school year had the chance to skim their manuals and have questions answered early enough so that they would not feel thrown into a new program without prior knowledge.

The writer was taken away from the target group on several occasions. In each case, the students had directions on what they were to do. The writer was able to find a board-employee to supervise the students. The reward for the writer's temporary leave resulted in the writer finding a way to make a positive contribution in the area of reading/language arts.

Wednesdays were early dismissal days for all elementary students in the writer's school district. Therefore, the writer requested parental consent (Appendix K:88) so that students could stay after school for Wednesday's activities. Another permission slip was sent home on three different occasions when the students were scheduled to visit the public library.

There were supplies (e.g., crayons, markers, paper, water colors and brushes) available from the art teacher. The writer was prepared to solicit items from the staff or Parent Teacher Association had there been a need.

The facilities for this practicum were the writer's classroom (the reading laboratory) and the public library. Both of these facilities were public buildings and were available throughout the 12-week period. There were three planned parent meetings in the evening. Since the workplace was a community school and stayed open until 10:00 p.m., the writer had access to a meeting place.

The majority of the materials were resources borrowed from the public library or the school's library. However, the writer solicited donations of reading material from colleagues. The writer did not need to contact local pediatricians and dentists to see if they had copies of children's magazines that they would like to donate during this practicum project. Therefore, the writer chose to wait for a time when materials were scarce to use these resources. Practicum participants were encouraged to select some of the donated resources at the end of the practicum to start their own personal libraries at home.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The problem in the writer's work setting was there were six third graders who had negative attitudes toward reading. Responses to a reading attitudinal survey were lower than those of third graders who took part in a national survey. The writer was able to compare the number of books read for CORe and the number of books borrowed from the media center for third graders who were being remediated for reading skills. The identified group had results that were among the lowest.

The part of the solution that was perhaps the most important was designing a repertoire of literature for each student. There was also a need to provide opportunities for the students to react to literature. This was accomplished through USA, cross-age peer tutoring and a mentor/mentee partnership. Parental involvement was thought of as the connector for the group. This was not achieved during the implementation of the practicum. The writer still believes that parents are important and will share information at the first Chapter I parent meeting during the fall of 1991.

The solution strategy included three trips to the public library. Students were able to borrow various

forms of media that had been selected by them. There were plans for book productions and a literary exhibit.

There were three objectives for the group of third graders. The first objective was that at the end of 12 weeks of participation in an individualized literature program, 6 third graders would show an increase in reading of at least 5 percent as measured by responses to a reading attitudinal survey by McKenna and Kear (1990). The results of this objective are in Table 7. Members of the group had increases that were more than the proposed five percent.

Table 7

Comparison of Pre-Post Results

Student	Full Score		Recreational Score		Academic Score	
	Pre	Post	Pre	Post	Pre	Post
A.J.	23%	73%	21%	63%	31%	79%
I.L.	51%	89%	33%	75%	69%	95%
J.C.	17%	70%	26%	63%	18%	74%
R.J.	31%	70%	26%	51%	41%	83%
T.F.	6%	48%	5%	21%	14%	74%
Y.J.	51%	79%	33%	75%	69%	79%

The second objective was that at the end of 12 weeks of participation in an individualized literature program, 6 third grade students would show a minimum of 12 books read for CORe as measured by reports submitted to their teacher. This task was attained by four of the students as represented by the results in Table 8. The students with the three highest numbers made all trips to the public library. The student with the lowest number did not make any of the trips.

Table 8

Books Reported for CORe

Student	Pre-Treatment	Post-Treatment
A.J.	1	26
I.L.	2	22
J.C.	1	5
R.J.	2	24
T.F.	1	12
Y.J.	1	10

The final objective was that at the end of 12 weeks of participation in an individualized literature, 6 third grade students would show a minimum of 12 books borrowed from the school's media center and documented by a self-report. Information provided for this objective was monitored and confirmed by figures from the media specialist. Five of the students were successful in this task.

Table 9

Books Borrowed from Media Center

Student	Pre-Treatment	Post-Treatment
A.J.	1	15
I.L.	2	32
J.C.	1	11
R.J.	2	18
T.F.	1	22
Y.J.	1	12

When the writer developed the objectives for this practicum report, each objective included the minimum amount of improvement that was needed for success. The writer had results that were recorded before the implementation. These results included responses to a reading attitudinal survey, the number of books read for CORe, and the number of books borrowed from the school's media center.

The writer's goal has been reached. The writer carried out the proposed techniques. There were occasions where adjustments in schedules had to be made. The reasons for alternate plans were explained to the target group. Yet in still, the writer was able to sense a feeling of excitement with this group.

The targeted population would not permit the writer to forget that they needed to get "their tutees". Some members of the group found a way to share with their mentors at times when mentor/mentee conferences had not been scheduled. Perhaps the most important statement came during the twelfth week of this practicum. The students were in the room working on their individual stories. There was a banner on the chalkboard that had been up since October, 1990 (Appendix L:91). One child read "Reading is our number one goal." Very soon, this writer had been given the endorsement that the goal had been accomplished. All six students were chanting "Reading is our number one goal."

Discussion

There were particular authors whose literature on reading and children proved to have been very positive for the target group. Howard (1987) convinced this writer that there are other ways to develop reading strategies except basals and workbooks. Heatherington and Alexander (1984) helped this writer realize the importance of attitudes of teachers in relation to students attitudes.

Dimidjian (1989) reminded this educator that even if students enter school with deficits that need to be

addressed before they can experience success, teachers still have an important role in trying to help students diminish their deficits. The writer found that the support provided by colleagues showed that they (the writer and the colleagues) were willing to support the target group.

Several steps recommended for reading progress by Anderson (1990) seemed to have had a very direct effect on the outcomes. The steps were:

1. Students had the chance to share what they had written.
2. Students wrote for themselves, their tutees, the writer, and other significant adults at the work site.
3. There were times when the writer repeated a reading with the tutees per suggestions from the target group.

Accomplishing the tasks of this practicum did not happen haphazardly. Members of the target group were from families who were economically deprived. For the most part, these students would need to depend on "significant others" for much of their ground work for learning.

If asked, "Were the plans taxing?"; the response would be yes. The writer's teaching assignment made it impossible for the writer to have the target group on a

daily basis until some changes were made. The writer's teaching preparations had to be done at home.

Were the changes in routine worthwhile? By all means, the answer here is a very big YES! The memories of the first graders seeing the writer in the corridor and asking "You coming for us?" [sic] will remain. The excitement of the first trip to the public library when the group wanted to know if there were enough books left for other children after they took six still brings smiles.

On the second trip to the library, one of the students had trouble keeping her books in her arms. Another student's remark was that the student was having a "terrible, horrible, very bad, no good day just like Andrew" is still another memory.

The excitement that members of the group displayed when they were told that their work would be placed so that other children could see it is present. The smiles when the children saw their books bound; the pride displayed when each child saw his/her personalized certificates (Appendix M:93); the reflection of the culminating activity; the excitement of the tutees when their tutees presented them with their books made it worthwhile. The writer's reaction to each thought is an even more resounding YES!!!!

Recommendations

The writer has completed a practicum project that was successful. As a result of the success, the writer believes that the recommendations that follow will enable other students to experience similar outcomes.

1. Take time to administer an interest survey as soon as students come to your class. Then use the results to create class libraries.
2. Read-aloud to students frequently. Let the readings be those selected by the students as well as those selected by the teacher (e.g., Caldecott or Newberry winners).
3. Encourage students to share their literary experiences with different audiences.
4. Provide various methods for students to respond to literature.
5. Help students become familiar with the many resources that are available in the media center.
6. Encourage parents to make visits to the public library a "family affair".

Dissemination

One copy of the student-authored stories has been placed in the professional section of the school's media center. This copy will be accompanied by a copy of the

writer's final report, once the report has been approved. This educator's intent is to provide colleagues with an idea of the possible solutions to help students improve attitudes toward reading.

Part of the school's Chapter I plan for 1991-1992 was developed around getting students more attuned to reading. The writer was able to discuss some of the activities of the practicum and suggest the reading attitudinal survey by McKenna and Kear (1990) as a tool for measuring each child's interest. The writing committee has decided that the attitudinal survey will be used as a pretest/posttest measure.

This writer has protected the address of Jacque Wuertenberg since the latter part of February, 1991. A copy of the group story and one of the individual stories will be sent to Wuertenberg. The stories will include a brief note that advises the books were the final product of a 12-week project. The other person who would have a copy of the students' work is the district's language arts coordinator. This person was at the writer's worksite the day before the literary exhibit. The writer shared the student-authored stories with her and promised to send a copy for modeling during presentations as soon as the target group could get one colored.

Two of the mentors encouraged the writer to expand the activities of Practicum I. Therefore, the writer has planned to use the target group and some other students as cross-age tutors for students in pre-kindergarten through first. The tutors will become a literary club and take turns reading to the younger students on a weekly basis.

Now that the writer has had first-hand experience with developing reading attitudes for at-risk students, this writer feels that there is information to share with other educators. A letter will be sent to the reading resource or Chapter I lead teachers in the writer's region. The purpose of the letter would be to provide educators with a means of sharing ideas.

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APPENDIX A

QUESTIONNAIRE

APPENDIX A

QUESTIONNAIRE

1. What are some of the things that you have to read at home?

2. Who read/reads to you at home?

3. What kinds of things do you like? Has anyone ever read to you about these kinds of things?

APPENDIX B

RESPONSES TO QUESTIONNAIRE

APPENDIX B

RESPONSES TO QUESTIONNAIRE

Question 1

Newspapers

Comic books

Question 2

Nobody

Sometimes my mother

Question 3

Animals

Sports

Anything

Sometimes the teacher reads different stories to the class.

APPENDIX C

REQUEST FOR PARENT ENGAGEMENT PACKET

APPENDIX C

REQUEST FOR PARENT ENGAGEMENT PACKET

Writer's address
Apartment Number
City, State Zip Code
January 7, 1991

Anthony D. Fredericks
Department of Education
York College
York, PA 17403

Dear Mr. Fredericks,

I am currently enrolled in the doctoral program for Child and Youth Studies (School Management and Instructional Leadership - SMIL) at Nova University in Fort Lauderdale, Fl. I have reached the phase of my studies where it is time for my first practicum.

The problem for this practicum is negative attitudes for reading. The target population is six at-risk third grade students. I will be soliciting the support of parents during my project. Therefore, I am interested in obtaining the materials in the "Parent Engagement Packet (1990 Edition)". Please forward the requested information at your earliest convenience.

Thank you,

Flora I. McKenzie

APPENDIX D

LETTER TO HOME AND SCHOOL INSTITUTE

APPENDIX D

LETTER TO HOME AND SCHOOL INSTITUTE

Writer's Address
Apartment Number
City, State Zip Code
January 7, 1991

Home and School Institute
1201 16th Street, N. W.
Washington, D.C., 20036

To: Whom it may concern,

I am a teacher in the district of (name of County) and a doctoral student at Nova University, Fort Lauderdale, Fl. The program is Child and Youth Studies with emphasis on School Management and Instructional Leadership (SMIL).

I am preparing my first practicum proposal at this time. The problem for the proposal is improving negative reading attitudes for a group of at-risk third grade students. During my perusal of the literature, I became familiar with an article by Fredericks and Rasinski. The article was in The Reading Teacher for November, 1990.

After reading the article, I realized that your organization was one that would be an asset to my project. As an educator, I am aware of the important role that parents play in the educational process.

Please forward information about Home and School Institute to me at the address above. I would like to share the material with parents at my school.

Thank you,

Flora I. McKenzie

APPENDIX E

TUTOR/TUTEE RECORD SHEET

APPENDIX E

TUTOR/TUTEE RECORD SHEET

Tutor _____ Tutee_____

Date: _____

Name of book: _____

****

Date: _____

Name of book: _____

****

Date: _____

Name of book: _____

****

Date: _____

Name of book: _____

****

Date: _____

Name of book: _____

****

Date: _____

Name of book: _____

****

Date: _____

Name of book: _____

APPENDIX F

LETTER TO COLLEAGUES

APPENDIX F

LETTER TO COLLEAGUES

February 19, 1991

Dear _____,

I am in the process of implementing my first practicum proposal for my Ed.D. The problem that I have identified is the negative reading attitudes of six at-risk third graders at our school. I have enclosed a copy of the survey that was administered for your examination.

During the three months of implementation, I will be completing several activities with the identified group. Some of them include: cross-age tutoring, parent workshops, field trips to the public library, an individualized read-aloud program, a literacy exhibit, and a mentoring program.

Part of my review of the literature led me to an article that I felt would have a positive effect on this practicum. The article stressed the importance of a positive verbal environment for children. I am enclosing a copy of this article for your review.

When my practicum is implemented, I will be working in an ideal situation. The pupil:teacher ratio for the target group will be 6:1. However, I believe that the identified students will respond positively to sharing their accomplishments with a concerned adult. Therefore, I am asking that you serve as a mentor for a student.

Being a mentor means that a student will share his or her newly acquired information with you at least once a month. You will also be asked to attend a culminating activity during the final month. Practicum participants will be given certificates of participation during this time.

When I reflect on our theme for American Education Week for 1990, I remember that "Educating everyone takes everyone." Therefore, I hope that you will assist me in this endeavor.

Flora I. McKenzie

APPENDIX G

INTEREST INVENTORY

APPENDIX G

INTEREST INVENTORY

Student_____

1. Most boys and girls think about their future as they grow. What do you think you would like to be when you are a grown up?

2. Sometimes there is a special time that belongs just to you. How do you spend that time when you can do whatever you would like to do?

3. School is a very important part of your life. When you come to school, your teachers and parents expect you to do your best work. What do you like to do when you are not in school?

4. Just imagine that you were told that you could choose your favorite kind of story for me to read to you. What would the story be about?

5. You and your classmates will become authors. That's right, you will be writing your own books. What will your book be about?

APPENDIX H

FIELD TRIP PERMISSION SLIP

APPENDIX H

FIELD TRIP PERMISSION SLIP

To: Parents of _____
Name of Student

I will be taking _____ and five
Name of Student
other children to the public library (downtown branch)
on Wednesday _____ at 2:00 p.m. We
Date
will be traveling by the city bus. I will provide bus passes for each child. We should be back at school by 5:00 p.m. Please make arrangements for _____
Name of Student
to be picked up from school if he/she does not walk home.

Please sign this slip and return it to me by
_____. Feel free to contact
Monday's Date Before Trip
me at _____ if there are any questions.
School's Number

_____ My child can attend this
Parent's Signature
field trip.

_____ My child can not attend
Parent's Signature
this field trip.

APPENDIX I

GROUP STORY

APPENDIX I

GROUP STORY

Those Not So Good Days

About the Authors: These students were about to listen to Andrew and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst. Before they heard the story, they were asked to think about a time when they thought they were having just a terrible day. We all shared experiences that were written for future use. Each student made an illustration of his/her experience. The end product was a group story that we called, Those Not So Good Days. When it was all over, we realized that sometimes, everybody has a terrible, horrible, very bad, no good day. We were glad to know that sometimes grown-ups have those kinds of days, too. We decided to smile when we realized that terrible, horrible, very bad, no good days do not last forever. Enjoy our book!
Jerry, Regina, Tavarus, Islande, Yvel, and Angelyna.

The children are having a bad day when: Angelyna's momma makes her wash her socks. Tavarus watches cartoons, then he has lots of work. He has a big stack of papers to do. When Regina finishes her homework on Thursday, her momma gives her more homework. Stacks and

stacks of paper. So much work! Jerry has a lot of work to do. Islande and her family have a lot of work to do. They vacuum, clean closets, wash socks, and wash uniforms. Every time Yvel tries to be good in school. Sometimes he makes a mistake and the teacher gets mad.

APPENDIX J

INDIVIDUAL STORIES

My Friends by Regina

My friends come and pick me up every day. They are my friends. And sometimes they meet me at the park. When we are at the part we play and eat and have fun. Sometimes we play at home. When we come back we watch TV. When my mother comes back from work we go to the store. We spend a lot of time riding our bike. When we play we have a lot of fun. We swim in the pool. When we finish we read a book and eat ice cream. We play again. We play a game. The game is tether ball. An sometimes we play with my dog and puppy.

Captain Planet by Yvel

When I was walking home Captain Planet put out the fire with water. The fire went out so Captain Planet's enemy came and tried to take over the world. So the enemy went to Washington, D.C. Then Captain Planet went to Washington, D.C. Then the enemy looked at somebody with some money. It was $5000.00. So he went to take the money to Captain Planet. Captain Planet followed the enemy. So the Planeteers followed. The enemy looked at them and the Planeteers followed him. So the enemy jumped and ran. So Captain Planet flew fast and took him back to jail. Captain Planet got the money and gave it back to the man.

My Poppy by Angelyna

My dad is a very nice man because he is my dad. I go to the store with him every day. He never spoke before. My dad sits on an old chair because he is sick. When I see him at home he is doing food for me every day. And I do food for him too because he is my dad. I play with him and talk to him. He teaches me a word. I learned because my dad said he knew I did well. I like my dad.

Wonder Woman by Islande

Once upon a time there was a Wonder Woman and I was scared. I ran away and I am never coming back in my live because of Wonder Woman. But I want to help you little girl. I am Wonder Woman. I am a lady. My real name is Chris. Don't be scared of me, okay. I will take you home to your mother and father and get the car. Okay. I can not fly. Get on my back now. You can fly. I can fly. Fine. I will but you have to be very very careful. Can you fly? "Yes I can fly" said Wonder. Yes! Yes! Get out of the car and come fly with me. I can fly. It's fun to fly. I want to get down now. Please! Please! Get me down. I want to go home. I will stay home for my life. Don't scare my friends or I will tell my mother and father on you.

APPENDIX K

CONSENT FORM

APPENDIX K

CONSENT FORM

January 7, 1991

Dear (Name of Parent/s),

(Name of child) was asked 20 questions . He/she was asked to circle the face of Garfield that was most like his/her feelings. (Name of child)'s answers suggested that he/she did not really feel good about reading. Therefore, (name of child) and five other third graders were chosen to take part in a special project.

This project is part of college work that I must complete during the next two-and-a-half years. My project will include your child meeting with me daily during the next three months. For the most part, all of the meetings will be here at (name of school). However, once a month, I will be taking your child to the public library. You will be notified in advance when this takes place and asked to sign a permission slip for this field trip. We will travel to the library by public bus. I will make arrangements for your child's transportation.

I have told you about some of the things that I will be doing with your child. However, I know that the assistance of (name of child)'s family is very important. There are three meetings scheduled for parents during this project. Special activities have been planned for us to work closely during this time.

If you have any questions that you need answered, please call me at (telephone number of school) from 2:00 p.m. to 3:20 p.m., Monday through Friday. If this time is not convenient, please send me a number where I can contact you and the time that you are available.

If there are no questions, please sign this consent form and return it to me with (name of child). I am really excited about this project and look forward to working with you and your child.

Flora I. McKenzie

Student_____ Teacher _____

Yes No

____ ____ My child can participate in this project.

____ ____ My child can stay after school on Wednesday from 2:00 p.m. to 3:00 p.m.

Date _____ _____
(Parent's Signature)

APPENDIX L

SAMPLE OF BANNER

APPENDIX L

SAMPLE OF BANNER

Reading is our

number one goall

APPENDIX M

SAMPLE OF CERTIFICATE

APPENDIX M

SAMPLE OF CERTIFICATE